



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2008
Code: 12101535
SAU: MSAD 16
School: Hall-Dale Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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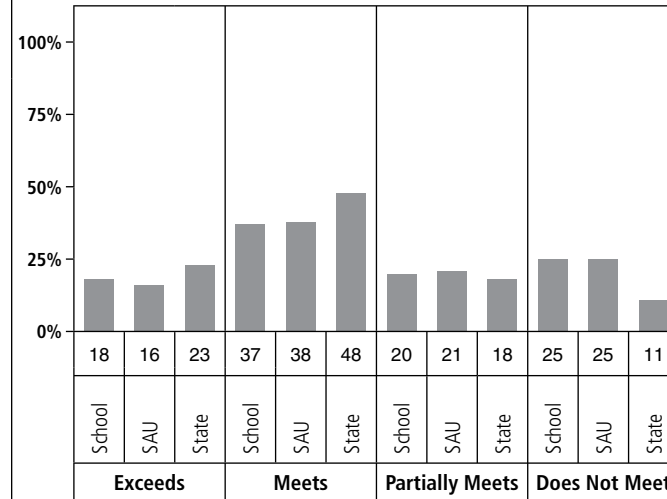
SUMMARY OF SCORES

Test Date: March 2008
Grade: 8
SAU: MSAD 16
School: Hall-Dale Middle School

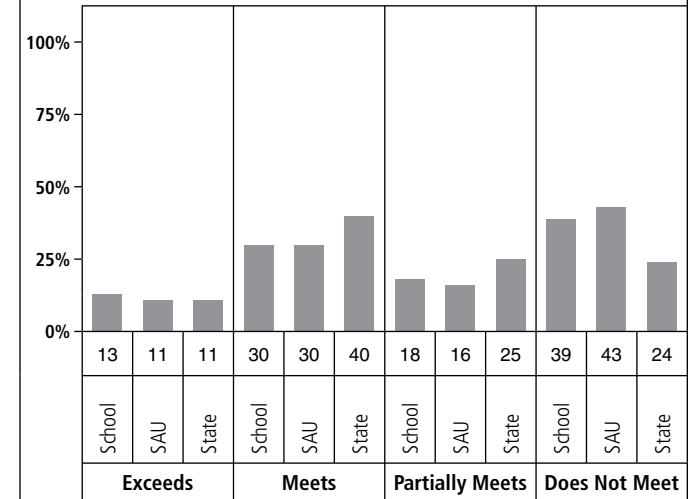
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	843	844	845
2006–2007	846	847	847
2007–2008	844	844	849
Cum. Avg. *	844	845	847
Mathematics			
2005–2006	833	834	840
2006–2007	837	840	842
2007–2008	836	835	841
Cum. Avg. *	835	836	841
Science & Technology			
2005–2006	844	845	846
2006–2007	845	846	847
2007–2008	844	843	847
Cum. Avg. *	844	845	847

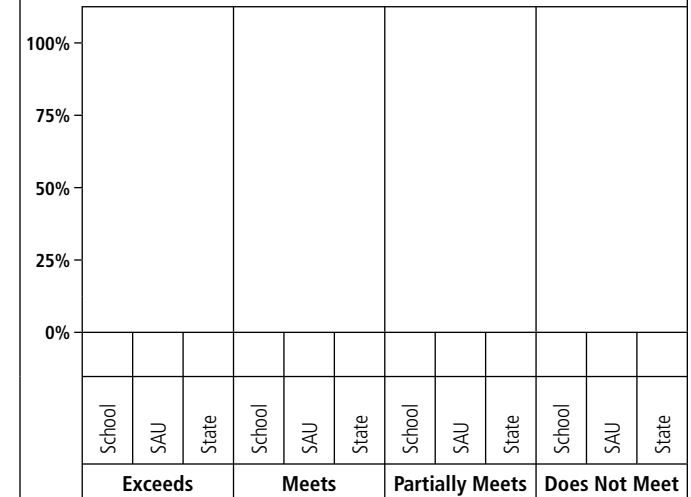
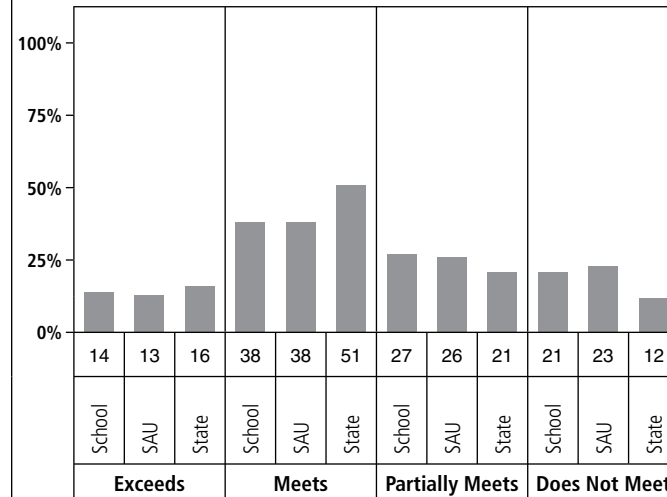
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 8
SAU: MSAD 16
School: Hall-Dale Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	71	100	62	100	15274	100	71	100	62	100	15102	99	71	100	62	100	15097	99	71	100	62	100	15080	99						
Ethnicity African American/Black	2	3	3	5	368	2	2	100	3	100	356	97	2	100	3	100	360	98	2	100	3	100	356	97						
American Indian or Native Alaskan	0	0	0	0	120	1	0	0	0	0	117	98	0	0	0	0	117	98	0	0	0	0	117	98						
Asian or Pacific Islander	2	3	2	3	186	1	2	100	2	100	181	97	2	100	2	100	182	98	2	100	2	100	182	98						
Hispanic	2	3	2	3	139	1	2	100	2	100	136	98	2	100	2	100	136	98	2	100	2	100	136	98						
Caucasian/White	65	92	55	89	14461	95	65	100	55	100	14312	99	65	100	55	100	14302	99	65	100	55	100	14289	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	19	27	19	31	2508	16	19	100	19	100	2446	98	19	100	19	100	2441	98	19	100	19	100	2431	98						
Current LEP	1	1	1	2	327	2	1	100	1	100	316	97	1	100	1	100	322	99	1	100	1	100	322	99						
Economically disadvantaged	30	42	30	48	5420	35	30	100	30	100	5329	99	30	100	30	100	5324	99	30	100	30	100	5313	98						
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	52	73	44	71	12703	83	53	75	45	73	12694	83	53	75	45	73	12710	83						
Identified disability (PET/IEP)	2	4	2	5	437	3	2	4	2	4	421	3	2	4	2	4	445	4						
LEP	0	0	0	0	172	1	0	0	0	0	172	1	0	0	0	0	173	1						
504 plan	0	0	0	0	229	2	0	0	0	0	231	2	0	0	0	0	230	2						
Participation with accommodations	19	27	17	27	2221	15	18	25	16	26	2227	15	18	25	16	26	2197	14						
Identified disability (PET/IEP)	17	89	16	94	1832	82	17	94	16	100	1844	83	17	94	16	100	1813	83						
LEP	1	5	1	6	136	6	1	6	1	6	143	6	1	6	1	6	142	6						
504 plan	0	0	0	0	68	3	0	0	0	0	66	3	0	0	0	0	66	3						
Other	2	11	1	6	213	10	1	6	0	0	202	9	1	6	0	0	204	9						
Participation through alternate assessment (PAAP)	0	0	1	2	177	1	0	0	1	2	176	1	0	0	1	2	173	1						
Identified disability (PET/IEP)	0	0	1	100	177	100	0	0	1	100	176	100	0	0	1	100	173	100						
LEP	0	0	0	0	7	4	0	0	0	0	7	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	34	0						
Non-participation – other	0	0	0	0	140	1	0	0	0	0	143	1	0	0	0	0	160	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 8
SAU: MSAD 16
School: Hall-Dale Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	15	14	11	15	2695	17
	2006-2007	9	11	8	15	2407	16
	2007-2008	13	18	10	16	3428	23
	Cum. Total*	37	15	29	15	8530	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	37	35	28	37	6830	42
	2006-2007	35	44	24	44	7494	49
	2007-2008	26	37	23	38	7179	48
	Cum. Total*	98	38	75	39	21503	46
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	35	33	25	33	3741	23
	2006-2007	27	34	18	33	3628	24
	2007-2008	14	20	13	21	2706	18
	Cum. Total*	76	30	56	29	10075	22
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	18	17	11	15	3003	18
	2006-2007	8	10	4	7	1810	12
	2007-2008	18	25	15	25	1611	11
	Cum. Total*	44	17	30	16	6424	14

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	33.4	59.6	33.1	59.1	36.9	65.9
Literary Text	28	50	16.6	59.3	16.4	58.6	18.3	65.4
Informational Text	28	50	16.8	60.0	16.7	59.6	18.6	66.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 8

SAU: MSAD 16

School: Hall-Dale Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	71	13	18	26	37	14	20	18	25	844	61	16	38	21	25	844	14924	23	48	18	11	849
Ethnicity																						
African American/Black	2										3						348	11	38	22	29	840
American Indian or Native Alaskan	0										0						117	9	43	29	19	842
Asian or Pacific Islander	2										2						179	32	39	18	11	852
Hispanic	2										2						131	18	38	27	17	846
Caucasian/White	65	11	17	24	37	13	20	17	26	844	54	15	39	22	24	844	14149	23	49	18	10	850
Not Reported	0										0						0					
Identified disability																						
Yes	19	1	5	3	16	3	16	12	63	830	18	6	17	17	61	830	2269	3	24	32	42	833
No	52	12	23	23	44	11	21	6	12	850	43	21	47	23	9	850	12655	27	52	16	5	852
Current LEP																						
Yes	1										1						308	8	30	27	34	837
No	70	13	19	26	37	13	19	18	26	844	60	17	38	20	25	844	14616	23	48	18	10	850
Economically disadvantaged																						
Yes	30	1	3	13	43	6	20	10	33	839	29	0	41	21	38	836	5222	12	44	25	19	843
No	41	12	29	13	32	8	20	8	20	848	32	31	34	22	13	851	9702	29	50	14	7	853
Migrant																						
Yes	0										0						7	0	86	0	14	850
No	71	13	18	26	37	14	20	18	25	844	61	16	38	21	25	844	14917	23	48	18	11	849
Gender																						
Female	31	9	29	10	32	6	19	6	19	850	25	24	36	24	16	849	7198	30	48	15	7	853
Male	40	4	10	16	40	8	20	12	30	840	36	11	39	19	31	840	7726	17	49	21	14	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						807	9	41	32	18	842
No	71	13	18	26	37	14	20	18	25	844	61	16	38	21	25	844	14117	24	49	17	10	850
Gifted/talented program																						
Yes	0										0						592	71	28	1	0	867
No	71	13	18	26	37	14	20	18	25	844	61	16	38	21	25	844	14332	21	49	19	11	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 8

SAU: MSAD 16

School: Hall-Dale Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	11	2	25	2	25	0	0	4	50	839	8	20	40	0	40	843	9	10	39	24	26	841
B. less than one hour	49	7	20	14	40	8	23	6	17	846	54	21	36	24	18	846	46	20	50	20	11	849
C. one to two hours	32	4	17	8	35	6	26	5	22	845	31	11	37	26	26	841	41	28	49	15	7	852
D. more than two hours	7	0	0	2	40	0	0	3	60	835	7	0	50	0	50	839	5	28	44	15	12	850
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	29	2	10	5	25	3	15	10	50	837	28	12	24	18	47	837	33	31	48	14	7	853
B. They match some of what I have learned.	51	8	22	13	36	9	25	6	17	847	54	18	39	24	18	846	53	21	51	19	9	849
C. They match just a little of what I have learned.	16	1	9	7	64	2	18	1	9	848	15	11	56	22	11	848	11	14	41	25	20	844
D. There is no match.	4	1	33	1	33	0	0	1	33	839	3	50	50	0	0	858	3	6	34	26	35	836
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	24	8	47	4	24	3	18	2	12	854	20	42	25	25	8	853	31	42	44	8	6	857
B. good	42	4	13	14	47	5	17	7	23	846	49	13	47	17	23	846	49	19	54	19	9	849
C. fair	31	1	5	8	36	6	27	7	32	838	30	6	33	28	33	835	18	5	42	31	22	840
D. poor	3	0	0	0	0	0	0	2	100	809	2	0	0	0	100	818	2	4	29	32	34	835
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	22	2	13	4	27	0	0	9	60	835	25	13	27	0	60	835	15	16	44	22	18	845
B. about the same as my regular schoolwork	43	4	13	10	33	11	37	5	17	843	42	16	32	44	8	844	65	23	49	18	9	850
C. easier than my regular schoolwork	35	7	29	11	46	2	8	4	17	852	32	21	53	5	21	850	19	30	49	14	8	852
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	6	0	0	0	0	0	0	4	100	816	5	0	0	0	100	821	9	8	33	28	31	838
B. Most of the passages were about the same as what I normally read.	39	1	4	9	35	7	27	9	35	839	39	5	32	32	32	839	53	17	51	21	11	848
C. Most of the passages were easier than what I normally read.	55	12	33	16	44	6	17	2	6	853	56	28	47	16	9	851	38	36	48	11	5	855
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	42	7	24	9	31	6	21	7	24	844	39	17	30	26	26	841	43	23	48	19	10	849
B. I tried about the same as I do on my regular schoolwork.	49	5	15	17	50	6	18	6	18	848	53	16	52	16	16	848	51	25	49	17	9	851
C. I did not try as hard on this test as I do on my regular schoolwork.	9	1	17	0	0	1	17	4	67	830	8	20	0	20	60	836	6	9	43	24	23	842
How much time do you spend reading at home each day?																						
A. more than one hour	28	5	25	7	35	5	25	3	15	848	28	18	35	29	18	844	18	31	47	13	9	852
B. 20 minutes to an hour	24	7	41	7	41	1	6	2	12	854	21	46	46	0	8	857	41	28	49	15	7	852
C. less than 20 minutes	13	0	0	3	33	2	22	4	44	836	15	0	33	22	44	836	13	20	49	18	12	848
D. I rarely read at home.	35	1	4	9	36	6	24	9	36	838	36	5	36	27	32	839	28	12	47	26	16	844
How do you feel about the following statement? <i>"My knowledge of reading will be useful to me as an adult."</i>																						
A. strongly agree	42	9	30	14	47	3	10	4	13	852	39	25	50	8	17	850	43	31	48	14	7	853
B. agree	48	4	12	11	32	10	29	9	26	841	51	13	32	32	23	842	48	18	50	20	12	848
C. disagree	7	0	0	1	20	1	20	3	60	833	10	0	17	17	67	827	6	11	43	24	21	843
D. strongly disagree	3	0	0	0	0	0	0	2	100	814	0						2	6	36	32	26	839
Optional school/SAU question																						
A.	25	0	0	1	50	0	0	1	50	842	43	0	33	0	67	828						
B.	0										0											
C.	63	0	0	2	40	1	20	2	40	838	57	0	25	25	50	837						
D.	13	0	0	0	0	0	0	1	100	800	0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 8
SAU: MSAD 16
School: Hall-Dale Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	7	7	5	7	1714	11
	2006-2007	10	13	10	19	1952	13
	2007-2008	9	13	7	11	1657	11
	Cum. Total*	26	10	22	12	5323	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	23	22	19	25	5533	34
	2006-2007	24	30	16	30	5870	38
	2007-2008	21	30	18	30	5956	40
	Cum. Total*	68	27	53	28	17359	37
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	33	31	23	31	4764	29
	2006-2007	18	23	11	20	3982	26
	2007-2008	13	18	10	16	3729	25
	Cum. Total*	64	25	44	23	12475	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	42	40	28	37	4251	26
	2006-2007	27	34	17	31	3534	23
	2007-2008	28	39	26	43	3579	24
	Cum. Total*	97	38	71	37	11364	24

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	7.7	48.1	7.7	48.1	8.4	52.5
Cluster 2: Shape and Size	14	25	5.5	39.3	5.5	39.3	5.9	42.1
Cluster 3: Mathematical Decision Making	8	14	4.1	51.3	4.1	51.3	4.6	57.5
Cluster 4: Patterns	18	32	7.9	43.9	7.6	42.2	8.9	49.4

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 8

SAU: MSAD 16

School: Hall-Dale Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	71	9	13	21	30	13	18	28	39	836	61	11	30	16	43	835	14921	11	40	25	24	841
Ethnicity																						
African American/Black	2										3						352	2	23	23	52	828
American Indian or Native Alaskan	0										0						117	5	22	33	39	832
Asian or Pacific Islander	2										2						181	24	42	20	14	848
Hispanic	2										2						131	7	34	26	33	836
Caucasian/White	65	8	12	19	29	13	20	25	38	835	54	11	30	19	41	835	14140	11	41	25	23	841
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	1	5	2	11	16	84	816	18	0	6	11	83	817	2265	1	14	22	62	824
No	52	9	17	20	38	11	21	12	23	843	43	16	40	19	26	843	12656	13	45	26	17	844
Current LEP																						
Yes	1										1						315	5	24	20	51	828
No	70	9	13	21	30	13	19	27	39	836	60	12	30	17	42	835	14606	11	40	25	23	841
Economically disadvantaged																						
Yes	30	2	7	7	23	7	23	14	47	831	29	3	21	24	52	828	5217	5	30	29	37	834
No	41	7	17	14	34	6	15	14	34	839	32	19	38	9	34	841	9704	15	45	23	17	845
Migrant																						
Yes	0										0						7	0	43	43	14	838
No	71	9	13	21	30	13	18	28	39	836	61	11	30	16	43	835	14914	11	40	25	24	841
Gender																						
Female	31	6	19	11	35	4	13	10	32	840	25	16	36	12	36	840	7199	11	40	26	23	841
Male	40	3	8	10	25	9	23	18	45	832	36	8	25	19	47	832	7722	11	40	24	25	841
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						806	3	20	30	47	831
No	71	9	13	21	30	13	18	28	39	836	61	11	30	16	43	835	14115	12	41	25	23	842
Gifted/talented program																						
Yes	0										0						592	58	39	2	1	864
No	71	9	13	21	30	13	18	28	39	836	61	11	30	16	43	835	14329	9	40	26	25	840

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 8
SAU: MSAD 16
School: Hall-Dale Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights?																						
A. none	11	1	13	2	25	1	13	4	50	828	8	0	40	20	40	828	9	5	30	23	41	833
B. less than one hour	49	6	17	10	29	5	14	14	40	838	54	18	24	15	42	837	46	10	40	26	25	840
C. one to two hours	32	2	9	7	30	6	26	8	35	836	31	5	32	16	47	833	41	14	42	25	19	843
D. more than two hours	7	0	0	2	40	1	20	2	40	831	7	0	50	25	25	838	5	14	38	23	24	842
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	32	4	17	7	30	6	26	6	26	840	31	16	32	21	32	839	30	17	43	22	18	845
B. They match some of what I have learned.	52	5	14	13	35	5	14	14	38	837	54	12	33	15	39	837	50	10	42	26	22	841
C. They match just a little of what I have learned.	14	0	0	1	10	2	20	7	70	822	15	0	11	11	78	821	17	6	32	29	33	836
D. There is no match.	1	0	0	0	0	0	0	1	100	814	0						4	3	18	25	54	828
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	21	4	27	8	53	1	7	2	13	852	23	21	57	7	14	851	26	29	46	14	11	851
B. good	48	4	12	10	29	6	18	14	41	835	48	10	24	21	45	834	45	7	46	27	20	841
C. fair	23	1	6	2	13	3	19	10	63	824	23	7	14	7	71	823	23	1	26	34	38	833
D. poor	8	0	0	1	17	3	50	2	33	830	7	0	25	50	25	833	5	1	14	29	57	827
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	33	4	17	6	26	5	22	8	35	837	33	15	30	20	35	837	34	4	35	28	32	836
B. about the same as my regular schoolwork	57	4	10	12	31	6	15	17	44	835	57	12	26	15	47	835	52	10	43	26	21	842
C. easier than my regular schoolwork	10	1	14	3	43	1	14	2	29	839	10	0	50	17	33	834	13	33	40	14	13	852
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	49	6	18	7	21	5	15	16	47	835	47	14	18	14	54	833	44	10	40	26	25	840
B. I tried about the same as I do on my regular schoolwork.	47	3	9	14	42	7	21	9	27	838	50	10	43	17	30	839	50	13	42	24	21	843
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	0	0	0	0	3	100	811	3	0	0	0	100	809	6	9	27	27	38	835
How often do you use laptops in mathematics class?																						
A. almost every day	17	1	8	1	8	2	17	8	67	826	20	8	8	17	67	826	9	6	38	27	29	837
B. two or three days a week	25	1	6	5	28	7	39	5	28	835	23	7	29	43	21	839	16	8	38	27	27	839
C. two or three times each month	25	4	22	7	39	1	6	6	33	843	25	20	33	7	40	840	28	12	41	27	21	843
D. never or almost never	32	3	13	8	35	3	13	9	39	836	33	10	40	5	45	834	48	13	40	23	24	842
How often do you use calculators in mathematics class?																						
A. almost every day	44	4	13	8	26	8	26	11	35	837	41	8	24	28	40	834	38	14	42	23	21	843
B. two or three times a week	37	3	12	9	35	3	12	11	42	835	39	13	33	8	46	835	33	10	41	26	23	841
C. two or three times each month	15	1	9	3	27	2	18	5	45	833	15	11	33	11	44	837	18	10	36	27	27	840
D. never or almost never	4	1	33	1	33	0	0	1	33	840	5	33	33	0	33	840	11	7	34	26	33	836
How do you feel about the following statement? "My knowledge of mathematics will be useful to me as an adult."																						
A. strongly agree	52	5	14	15	41	7	19	10	27	840	52	13	41	16	31	839	54	14	44	23	18	844
B. agree	39	4	14	4	14	5	18	15	54	831	38	13	13	17	57	831	38	8	36	27	28	838
C. disagree	4	0	0	1	33	0	0	2	67	829	7	0	25	0	75	825	6	6	31	28	36	835
D. strongly disagree	4	0	0	1	33	1	33	1	33	831	3	0	50	50	0	840	2	3	23	25	49	831
Optional school/SAU question																						
A.	25	0	0	0	0	0	0	2	100	813	43	0	0	0	100	812						
B.	0										0											
C.	63	0	0	1	20	2	40	2	40	826	57	0	25	25	50	825						
D.	13	0	0	0	0	0	0	1	100	814	0											

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 8
SAU: MSAD 16
School: Hall-Dale Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	4	4	4	5	1879	12
	2006-2007	6	8	6	11	2192	14
	2007-2008	10	14	8	13	2371	16
	Cum. Total*	20	8	18	10	6442	14
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	57	55	44	59	8604	53
	2006-2007	41	52	30	56	7916	52
	2007-2008	27	38	23	38	7630	51
	Cum. Total*	125	49	97	51	24150	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	28	27	18	24	3618	22
	2006-2007	21	27	11	20	3340	22
	2007-2008	19	27	16	26	3175	21
	Cum. Total*	68	27	45	24	10133	22
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	15	14	8	11	2174	13
	2006-2007	11	14	7	13	1865	12
	2007-2008	15	21	14	23	1731	12
	Cum. Total*	41	16	29	15	5770	12

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	7.5	53.6	7.4	52.9	8.1	57.9
Cluster 2: Physical Sciences	14	25	6.5	46.4	6.5	46.4	7.3	52.1
Cluster 3: Earth and Space Sciences	14	25	7.0	50.0	6.7	47.9	7.7	55.0
Cluster 4: Nature and Implications of Science	14	25	8.4	60.0	8.1	57.9	8.5	60.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 8

SAU: MSAD 16

School: Hall-Dale Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	71	10	14	27	38	19	27	15	21	844	61	13	38	26	23	843	14907	16	51	21	12	847
Ethnicity																						
African American/Black	2										3						349	4	35	26	34	837
American Indian or Native Alaskan	0										0						117	8	40	28	24	840
Asian or Pacific Islander	2										2						181	20	50	15	15	849
Hispanic	2										2						131	5	50	22	23	842
Caucasian/White	65	10	15	23	35	19	29	13	20	844	54	15	35	30	20	844	14129	16	52	21	11	848
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	3	16	7	37	9	47	830	18	0	17	28	56	828	2258	3	29	31	37	836
No	52	10	19	24	46	12	23	6	12	849	43	19	47	26	9	849	12649	18	55	20	7	850
Current LEP																						
Yes	1										1						315	4	29	25	42	834
No	70	10	14	27	39	19	27	14	20	844	60	13	38	27	22	843	14592	16	52	21	11	848
Economically disadvantaged																						
Yes	30	3	10	9	30	12	40	6	20	842	29	7	28	41	24	839	5206	8	45	28	20	842
No	41	7	17	18	44	7	17	9	22	846	32	19	47	13	22	847	9701	20	55	18	7	850
Migrant																						
Yes	0										0						7	29	57	14	0	852
No	71	10	14	27	38	19	27	15	21	844	61	13	38	26	23	843	14900	16	51	21	12	847
Gender																						
Female	31	7	23	12	39	8	26	4	13	849	25	20	40	28	12	848	7196	14	52	23	12	847
Male	40	3	8	15	38	11	28	11	28	840	36	8	36	25	31	839	7711	18	51	20	12	848
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						804	6	38	34	22	841
No	71	10	14	27	38	19	27	15	21	844	61	13	38	26	23	843	14103	16	52	21	11	848
Gifted/talented program																						
Yes	0										0						592	63	35	1	0	865
No	71	10	14	27	38	19	27	15	21	844	61	13	38	26	23	843	14315	14	52	22	12	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 8

SAU: MSAD 16

School: Hall-Dale Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	11 49 32 7	1 6 3 0	13 17 13 0	3 12 10 2	38 34 43 40	3 12 3 1	38 34 13 20	1 5 7 2	13 14 30 40	842 846 843 839	8 54 31 7	0 18 11 0	60 30 42 50	20 36 11 25	841 845 840 843	9 46 41 5	10 14 19 19	40 52 53 47	26 22 19 21	23 12 9 14	842 847 849 848	
How well do the questions that you have just been given on this MEA test match what you have learned in school about science? A. The questions on the test match what I have learned in science class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	21 38 28 13	2 5 2 1	13 19 10 11	6 9 9 3	40 33 45 33	5 7 4 3	33 26 20 33	2 6 5 2	13 22 25 22	845 844 843 844	23 34 31 11	14 19 5 14	43 24 47 43	36 33 16 14	7 24 32 29	846 842 841 846	29 49 18 5	19 16 13 9	54 51 51 39	19 22 23 29	9 11 13 23	849 848 846 842
Which of the following best describes how you rate yourself as a student in science? A. very good B. good C. fair D. poor	19 44 23 14	3 6 0 1	23 19 0 10	6 11 6 3	46 35 38 30	3 6 6 4	23 19 38 40	1 8 4 2	8 26 25 20	852 844 839 841	20 43 25 12	17 19 0 14	50 31 33 43	25 23 33 29	8 27 33 14	850 843 836 845	23 54 20 3	28 15 5 2	51 55 45 35	13 21 32 34	8 9 18 29	853 848 842 838
How difficult was the science part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	31 56 13	2 5 3	9 13 33	10 13 4	45 33 44	5 13 1	23 33 11	5 9 1	23 23 11	845 842 850	31 56 13	5 12 38	53 29 38	16 35 13	26 24 13	843 841 849	27 59 13	15 15 21	49 53 51	22 22 18	14 10 10	846 848 850
How hard did you try on the science part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	36 58 6	5 5 0	20 13 0	9 17 1	36 43 25	5 10 2	20 25 50	6 8 1	24 20 25	846 844 837	35 58 7	14 14 0	33 43 25	24 23 50	29 20 25	842 844 837	40 55 5	15 17 12	51 53 41	22 21 25	12 10 22	847 848 843
Which courses do you plan to take before you graduate from high school? A. earth and space science and/or biology B. the course(s) described in A, plus chemistry C. the course(s) described in B, plus physics D. a life science and physical science class	14 19 44 23	0 1 6 2	0 8 21 13	4 7 12 4	44 58 43 27	3 2 2 8	33 17 7 53	2 2 8 1	22 17 29 7	841 844 847 843	14 20 45 21	0 9 20 17	25 55 44 33	38 18 8 42	38 18 28 8	833 844 846 846	25 24 22 29	11 18 30 8	53 53 47 52	23 20 14 27	13 10 8 14	846 849 853 844
How do you feel about the following statement? “My knowledge of science and technology will be useful to me as an adult.” A. strongly agree B. agree C. disagree D. strongly disagree	24 56 14 6	3 7 0 0	18 18 0 0	6 15 5 1	35 38 50 25	5 10 3 1	29 25 30 25	3 8 2 2	18 20 20 50	846 846 838 836	25 57 15 3	20 14 0 0	33 37 44 50	27 26 33 0	20 23 22 50	846 843 838 841	27 54 15 4	23 15 10 7	51 53 50 39	17 21 26 30	9 11 14 24	851 847 845 841
How well does the following statement reflect your future goals? “I am interested in a career related to science, technology, engineering, or mathematics.” A. strongly agree B. agree C. disagree D. strongly disagree	24 30 27 19	4 2 3 0	24 10 16 0	6 6 8 7	35 29 42 54	3 5 6 5	18 24 32 38	4 8 2 1	24 38 11 8	847 838 847 844	26 28 28 18	25 12 12 0	38 24 35 64	19 24 35 27	19 41 18 9	848 837 842 846	25 37 26 12	24 15 12 8	52 50 53 48	15 22 23 28	8 12 12 15	851 847 846 844
Optional school/SAU question A. B. C. D.	25 0 63 13	0 1 0 0	0 20 0 0	1 0 0 0	50 0 0 0	1 2 1 1	50 40 100 100	0 2 0 0	0 40 0 0	838 835 832 832	43 0 57 0	0 25 0 0	33 0 25 25	33 50 50 50	33 828 835 835							

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number